

FLOWERTOWN ELEMENTARY

20 King Charles Circle
Summerville, SC 29485

GRADES PK-5 Elementary School

ENROLLMENT 880 Students

PRINCIPAL Trudy D. Zobel 843-871-7400

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort Blanton, Jr. 843-873-2901

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	46	5	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

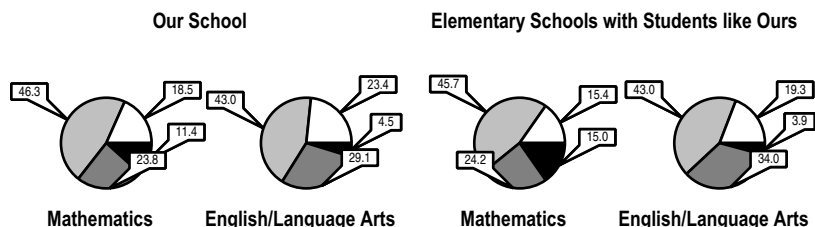
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG




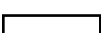
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	56	137	74
Percent satisfied with learning environment	87.5%	86.8%	93.1%
Percent satisfied with social and physical environment	83.3%	87.4%	75.3%
Percent satisfied with home-school relations	89.1%	91.9%	91.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	466	99.4	23.4	43.0	29.1	4.5	33.7	17.6
Gender								
Male	263	99.2	26.7	44.0	24.1	5.2	29.3	17.6
Female	203	99.5	19.3	41.7	35.3	3.7	39.0	17.6
Racial/Ethnic Group								
White	346	99.4	18.6	44.8	30.6	6.0	36.6	17.6
African-American	108	99.1	36.6	38.7	24.7	N/A	24.7	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	420	99.5	19.4	45.0	30.6	5.0	35.6	17.6
Disabled	46	97.8	64.9	21.6	13.5	N/A	13.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	466	99.4	23.2	43.1	29.2	4.5	33.7	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	463	99.4	22.9	43.1	29.4	4.6	34.0	17.6
Socio-Economic Status								
Subsidized meals	173	98.8	35.6	41.8	21.2	1.4	22.6	17.6
Full-pay meals	293	99.7	16.5	43.8	33.5	6.3	39.7	17.6

Mathematics								
All students	466	100.0	18.5	46.3	23.8	11.4	35.2	15.5
Gender								
Male	263	100.0	16.2	49.1	23.9	10.7	34.6	15.5
Female	203	100.0	21.4	42.8	23.5	12.3	35.8	15.5
Racial/Ethnic Group								
White	346	100.0	12.6	47.2	27.4	12.9	40.3	15.5
African-American	108	100.0	36.2	42.6	13.8	7.4	21.3	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	420	100.0	13.8	48.8	25.1	12.3	37.3	15.5
Disabled	46	100.0	65.8	21.1	10.5	2.6	13.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	466	100.0	18.6	46.2	23.8	11.4	35.2	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	463	100.0	18.2	46.3	24.0	11.5	35.5	15.5
Socio-Economic Status								
Subsidized meals	173	100.0	30.4	48.6	16.9	4.1	20.9	15.5
Full-pay meals	293	100.0	12.1	44.9	27.6	15.4	43.0	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	142	N/A	20.6	36.0	40.4	2.9	43.4
	Grade 4	137	N/A	16.8	45.0	37.4	0.8	38.2
	Grade 5	148	N/A	28.7	46.9	23.1	1.4	24.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	164	99.4	12.8	34.2	43.6	9.4	53.0
	Grade 4	154	99.4	22.1	45.6	28.7	3.7	32.4
	Grade 5	148	99.3	36.6	50.0	13.4	N/A	13.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	142	N/A	18.8	46.4	21.7	13.0	34.8
	Grade 4	137	N/A	18.3	39.7	28.2	13.7	42.0
	Grade 5	148	N/A	23.1	50.3	16.1	10.5	26.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	164	100.0	14.1	54.4	22.1	9.4	31.5
	Grade 4	154	100.0	17.5	40.9	29.9	11.7	41.6
	Grade 5	148	100.0	24.4	43.0	19.3	13.3	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 880)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.8%	Up from 2.4%	2.4%	2.4%
Attendance rate	95.5%	Down from 96.0%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.7%	Down from 21.4%	20.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.9%	Down from 6.2%	7.6%	8.0%
Older than usual for grade	0.3%	Down from 0.8%	0.7%	1.1%
Suspended or expelled	4.8%	Up from 1.5%	0.0%	0.0%

Teachers (n= 65)				
Teachers with advanced degrees	33.8%	Down from 41.4%	53.7%	50.0%
Continuing contract teachers	78.5%	Down from 91.4%	90.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.1%	Down from 89.5%	88.2%	86.2%
Teacher attendance rate	96.0%	Up from 94.9%	95.8%	95.3%
Average teacher salary	\$37,980	Down 2.2%	\$41,247	\$39,909
Prof. development days/teacher	12.6 days	Down from 14.9 days	10.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	20.0 to 1	Up from 18.7 to 1	19.5 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 90.2%	90.2%	89.7%
Dollars spent per pupil*	\$5,778	Up 3.8%	\$5,616	\$5,892
Percent spent on teacher salaries*	68.3%	Down from 70.3%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school's name, Flowertown Elementary, was derived from our community's nickname, "Flowertown in the Pines". We opened our doors in 1979 and served as a K-2 primary school until 1997. Today, our twenty-four year old building serves the instructional needs of 980 students. These students range in age from three-year-old preschoolers with special needs through fifth graders. Our faculty of 110 members work together to create a friendly, family atmosphere for our students and parents. Our mascot, The Busy Bee, encourages everyone to "Bee" his best!

Flowertown has the privilege of having an award winning PTA, an active SIC, an outstanding Business Council and supportive parents. Input and support from these groups allow Flowertown to offer opportunities that make our school a special place for its students. Some highlights of this year include our SIC After School Clubs, Accelerated Reader Incentive Program, Adopt-A-Hero Program, and our annual Health Fest. We are also extremely proud to have been selected as a state Red Carpet School this year for our welcoming school environment.

Funding and building space continue to be Flowertown's most critical areas of need. Our district has worked very diligently to shelter the students and teachers from the funding situation created on the state and local levels. However, as we continue to receive more cuts in funding, we find our dollars do not reach the level of support for curriculum, supplies, or personnel that we feel our children deserve.

For the 2002-2003 school year, we have focused on three specific programs: Stage One of ITI, SIP, and performance grouping in math. Stage One of ITI (Integrated Thematic Instruction) is an ongoing staff development program about how environment affects learning. Life skills, community time, and school wide procedures are part of the ITI program. We will continue to work in Stage One next year as we aim to add community projects and classroom displays of curriculum information. SIP (Standards in Practice) was a weekly faculty effort to review tests/assessments. Teachers worked together to analyze assessments in relation to effectiveness and appropriateness for grade level standards. Performance grouping in math was a practice that took several forms. Pre-tests were given before instruction and students' skills were addressed by needs. These three programs have strengthened our teaching and students' learning. Our plans for 2003-2004 will include continued efforts in these curriculum areas.

We are very proud of our students, their parents, and our teachers who comprise the Flowertown Family. We invite everyone to visit and join us as we continue to grow by "Bee-ing" our Best!
Trudy Zobel, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.